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ABSTRACT

A study investigated how the core experiences of a whole language kindergarten influenced four Korean immigrant children to acquire English language and literacy. Core experiences examined include reading aloud and response, shared reading and writing, independent reading and writing, and inquiry activities. Information gathered for the case studies from anecdotal records, portfolios, and interviews was analyzed to arrive at generalizations and identify some universals about language learning. Results suggest that when the Korean learners of English as a Second Language (ESL) were immersed in a literate environment and engaged in speaking, reading, and writing experiences that were integrated, meaningful, and functional, they learned to speak, read, and write English. These experiences provided the children with an opportunity to observe demonstrations and engage in real speaking, reading, and writing processes using authentic materials and resources. Because the curriculum was child-centered, the children could choose experiences appropriate to their strengths and interests. As a result, they were motivated to learn in a risk-free environment. Recommendations are offered to administrators and to ESL and regular classroom teachers. A 38-item bibliography and a list of trade books used in the study are included. (Author/MSE)

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Meeting the Challenge of Diversity:

Applying Whole Language Theory in the Kindergarten

With ESL Korean Children

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Spring 1992

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Abstract

The purpose of this study was to determine how the core experiences of a whole language kindergarten influenced a select group of Korean children to acquire the language and literacy of their new country, the United States of America. To determine how these core experiences, for example, reading aloud and response, shared reading and writing, independent reading and writing, and inquiry activities, influenced and moved four ESL Korean children to speak, read, and write English, information from informal instruments such as anecdotal records, portfolios, and interviews were collected and reported as individual case studies. The researcher analyzed and evaluated this information in order to arrive at some generalizations and identify some universals about language learning that might emerge from the stories of these four children. The results from the four case studies showed that when ESL Korean children were immersed in a literate environment and engaged in speaking, reading, and writing experiences that were integrated, meaningful, and functional, they learned to speak, read, and write English. The core experiences provided the children with the opportunity to observe demonstrations and engage in the processes of real reading, writing, and speaking using authentic materials and resources. Because the curriculum was child-centered, the children had the opportunity to choose experiences that focused on their strengths and interests. As a result, they were motivated to learn in a risk-free environment. Recommendations are offered to administrators, ESL and regular classroom teachers.

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CHAPTER ONE

The Problem

Public school systems across the country have been faced with growing numbers of Asian children, especially Koreans, entering their classrooms. These children are commonly referred to as ESL students or L2 learners. The term refers to students who have learned the dominant language of the society as a second language, in this case, English as a Second Language. This special population of students comes from a variety of language backgrounds and many of them speak little or no English and cannot read or write English. They also face cultural differences between home and school which may affect their performance and behavior in the classroom.

School districts across the country are facing budget problems. As a result, educational programs that concentrated on bilingual education (instructing ESL children in two languages, their native language and English) have been cut. ESL children are being placed into regular classrooms and are receiving instruction from classroom teachers who have had little or no training in how to effectively meet the needs of ESL students.

There has been a tremendous influx of students from Asian backgrounds in my school district. In my classroom this year, I have four ESL children (Korean) who entered school in September not speaking any English. In addition, their parents have

limited English proficiency which makes communication between home and school difficult. I knew from past experience with Korean parents that they do not actively involve themselves with their children's education in school. They believe that the teachers know best how to instruct their children and are confident that they will do so. I was also aware that Korean parents value excellence and high academic achievement. If Korean children do not meet these standards of excellence, they are viewed as an embarrassment to their families. However, when Korean children attain high academic achievement, this brings great honor and respect to their families and is positively rewarded.

I had already found that creating a classroom environment to promote literacy and language acquisition could be achieved by engaging children in real and meaningful purposes for reading and writing. This philosophy, known as the whole language approach, was working well for the regular kindergarten children in my classroom. I decided to take on the role of practioner-researcher, examining the latest theories and research to find answers to the instructional challenges ESL students encounter on a daily basis in the regular classroom. Perhaps the whole language approach would work well for all - both regular kindergarten children and Asians, especially Koreans.

The purpose of this paper is to investigate what experiences influence and move Korean children to learn to speak, read, and

write English in a regular kindergarten classroom that is grounded in the whole language philosophy.

Statement of the Problem

The question raised by this study is: For a select group of Korean children what core experiences influence them to acquire the language and literacy of their new country, the United States of America?

Definitions

In this study, the following terms will be defined as follows:

English as a Second Language (ESL), Bilingual, or L2 learner

The terms refer to students who have learned the dominant language of the society as a second language. The term L2 learner is used synonomously with ESL and Bilingual students, those who have learned English as a second language.

L1 learner - This term refers to students whose primary language is the dominant language of the society, in this case, English.

Emergent literacy - The notion that growth in reading and writing comes from within the child and is stimulated by the environment. Children begin to develop concepts about all aspects of literacy very early in life. This literacy development is on-going and is enhanced by a print-rich environment (Weaver, 1990).

Whole language philosophy - A view of language and learning

that is grounded in developmentally appropriate theory and practice. Children are viewed as active participants in constructing their knowledge. By engaging in real and meaningful purposes for reading and writing using authentic materials, for example, trade books, poems, chants, and songs, they learn to view reading and writing as processes for constructing meaning and tools for learning (Goodman, 1986).

Invented Spelling - Children begin writing even if they don't know the correct spelling of all the words they write. They are permitted to "invent" spellings according to the sounds they hear. The research suggests that there is a developmental pattern in the way children form words and that pattern is exhibited by many children as they move through kindergarten and the primary grades (Temple, Nathan, Burris, and Temple,1988). For example, children may initially spell the word "cat" as "c." Eventually, children may add the final consonant to form "ct," and then add the vowel sound to produce "cat." The teacher moves the child along toward more conventional spelling by surrounding the children with a print-rich environment and allowing them numerous opportunities to read and write (Routman, 1988).

Journal Writing or Learning Logs - By writing in journals or keeping logs (notebooks) in Reading, Science, and Social Studies, children have the opportunity to write independently about topics of their choice. They may respond to a story they have read or anything else that interests them. The focus is on content rather than the mechanics of writing (Routman, 1988).

Note: The term writing refers to any attempt the child makes to represent ideas on paper, such as drawings, scribbling, or letters.

Shared book experience - This whole language strategy involves the whole group. The teacher demonstrates reading an enlarged poem, big book, or song while running her finger under the words to help students understand concepts about print. For example, through the use of a big book the children learn about left to right directionality, develop concepts about sentences, words, and the spaces between words. The materials used are predictable and/or repetitive so that the children have the opportunity to develop fluency and sight word vocabulary (Routman, 1988).

Limitations

There are two major limitations to this study: a very small sample of a special group of students and many uncontrolled, extraneous variables.

The subjects are four Korean children enrolled in a full day kindergarten program in an upscale suburban K-8 elementary school consisting of 183 students. The results may be generalized only to a population similar to the one from which the sample was taken.

The uncontrolled variables are many. For example, factors such as tutors, after school classes, and parent-child interaction could extraneously affect the language and literacy acquisition of the children.

Significance of the Study

Jerome Harste (1989) states that the educator of today must be a synthesizer of information. He encourages teachers to develop instructional strategies in the classroom based on theory and research and to report their findings to other practitioners for the purposes of refining instructional practices.

This study attempts to provide teachers with meaningful and practical information based on theory and research, to explore assumptions about how ESL children acquire oral language and literacy in English, and to identify the factors that enable this special population to achieve this goal. Hopefully, this study will provide teachers with information which they can use in their classrooms when faced with the challenge of teaching this special population of children, especially Koreans.

This study is unique because it deals specifically with Korean children in a Kindergarten classroom grounded in the whole language philosophy. This study is important because it attempts to offer valuable instructional implications concerning the relationships between teaching and learning and the impact this has on the ESL learner.

CHAPTER TWO

Literature Review

This review is concerned with exploring the research and theory concerning the development of language and literacy and the factors which are significant in order for this to occur. Misconceptions and assumptions concerning how ESL learners acquire language and literacy will be discussed. Opinions will be presented on how the whole language approach to literacy promotes language and literacy acquisition in ESL children. Implications for curriculum development will be made.

Learning Theories Concerning Language and Literacy Acquisition

Halliday's work (1975) spear-headed the notion that language was indeed an interactive process. Halliday states that through the process of using language children "learn how to mean" (1975, p.7). Children have a need to use language and, as a result, interact with their environment with a specific purpose or function in mind. Halliday identifies seven functions evident in the language of young children (1975, pp.19-21).

1. Instrumental: children use language to satisfy personal needs and to get things done.
2. Regulatory: children use language to control the behavior of others.

3. Personal: children use language to tell about themselves.

4. Interactional: children use language to get along with others.

5. Heuristic: children use language to find out about things, to learn things.

6. Imaginative: children learn language to pretend, to make believe.

7. Informative: children learn language to communicate something for the information of others.

Harste, Woodward, and Burke (1984) view language as a transaction between two people who have a need to communicate for a purpose within an existing social context. Goodman, Goodman, and Flores (1979) also cite the need to communicate as a causal variable in the development of language.

Morrow (1989) points out that Piaget's theory of cognitive development and Vygotsky's theory of learning have had a significant impact on developing the relationship between thought and language. The Piagetian theory of cognitive development places children at the center of their environment. According to Piaget, language and thought are separate, and children acquire language as a result of their sensory-motor experiences. Glazer (1989, p.19) explains..."Babies will learn the words 'socks and shoes' before 'coat and hat', for they will put on

socks and shoes by themselves first." According to Piaget, all activities involving thought are connected to these sensory-motor experiences in the environment.

Morrow (1989, p. 42) explains Vygotsky's theory as one which is dependent on social interaction between adults and children. Children exist in a "zone of proximal development," according to Vygotsky, within which they socially interact with adults who move them toward achieving their potential. This high quality interaction between the expert (teacher/parent) and the novice (child) is a key component in becoming literate. The teacher demonstrates the task, observes the child practicing the task and provides feedback and positive reinforcement. Once the child has internalized the learning and performs the task independently, proximal development ends and the learner moves on.

Teale and Sulzby (1991) inform us that the recent research and theory concerning emergent literacy focuses on children and the social contexts within which they interact as they engage in literate behavior at home and in school. Harste, Woodward, and Burke (1984) conclude that the strategies and processes that children use to develop language and literacy are authentic and resemble the kinds of strategies and processes adults use.
The findings have also shown that listening, speaking, reading, and writing are interrelated and develop together as children become literate. They are supportive of one another and reinforce each other.

Teacher's Views and Classroom Practices

Clearly, the research shows that a teacher's view of how language and literacy learning is acquired directly affects the program and, as a result, the learner. The bottom-up view of learning is based on the psychology of the behaviorists who promoted the stimulus-response theory of learning. When this theory is applied to reading, it means that reading is broken down into smaller components, letters and sounds, arranged in ordered linear sequence and conditioned with a system of rewards and punishments. One might liken this to a kind of pigeon or rat psychology. Language learning becomes hard when, according to Goodman (1986, p.8):

> It's artificial.
>
> It's broken into bits and pieces.
>
> It's nonsense.
>
> It's dull and uninteresting.
>
> It's irrelevant to the learner.
>
> It belongs to somebody else.
>
> It's out of context.
>
> It has no social value.
>
> It's imposed by someone else.
>
> It's inaccessible.
>
> The learner is powerless.

Gillespie (1988) states that teachers have informed him that children lose all perspective on the meaning of what they are reading when they focus on the smallest parts of language, such

as letters and sounds. They view reading as simply word-calling and had no idea how to make meaning or sense out of the sounds they were trying to make.

The top-down and interactive view is a philosophy about instruction. It's a about how children learn and what we can do to allow this to happen. Goodman (1986, p.8) says that this is the easy way to teach language because:

It's real and natural.

It's whole.

It's sensible.

It's interesting.

It's relevant.

It belongs to the learner.

It's part of a real event.

It has social utility.

It has purpose for the learner.

The learner chooses to learn it.

The learner has the power to learn it.

Diane Deford's study (1981) on the reading and writing strategies children used in three different classrooms, (phonics classrooms, skills classrooms, and whole language classrooms) suggests that children use whatever strategies they have been taught. When they had the opportunity to use a wide variety of strategies they did. Conversely, when the classroom instruction focused on a limited set of strategies this was reflected in the children's behavior. Clearly, teachers need to

reflect on what they are teaching and why they are teaching it.

Deford's study illustrates that children are adept at what Harste (1989, p.15) refers to as " playing the language game." He states that children are survivors when it comes to learning language. As a result, they adjust to whatever situation they find themselves in. Because of this, teachers need to plan programs that focus on comprehension. "Meaning is what language is all about...No one learns to read to sound out words; no one writes to see how many words they can spell correctly. Reading and writing are social events which have as their purpose communication and meaning."

Carol Edelsky makes the analogy that classroom practices in language arts and teachers' beliefs about how children acquire literacy are like liquid in bottles; the former conforms to the latter (Edelsky, 1986).

Research and theory have demonstrated that language and literacy are processes of constructing meaning in a social context in order to communicate for a purpose. Children already come to school knowing a great deal about the reading and writing processes. The principles which parents have used to facilitate their children's language and literacy development are sound strategies to be carried over into the classroom.

Holdaway (1986) describes this natural process that parents intuitively use as follows: 1) The child observes a demonstration 2) the child participates in the demonstration with support from an adult 3) the child practices the demonstration alone 4) the

child performs the demonstration and shares what was learned.

Cambourne (1988) points out that if young learners witness demonstrations of wholes of language being used and are allowed to engage in using them, they can develop an understanding of how language systems work generally, and how the sub-systems that make them up work within them. We learn to read by reading and we learn to write by writing. The only way to learn a process is by engaging in it. Herein lies the key. Cambourne makes a stunning analogy when he compares the engagement of the mind of the learner to the engagement of the power of a motor to the mechanisms which produce movement. If engagement does not occur, the car motor will continue to rev up but the car will never move. So it is for the learner. He states that certain conditions need to be present in order for engagement to occur. Deep engagement takes place when learners are convinced that:

1. They are potential doers of whatever is being demonstrated. (Implication - we must avoid giving potential learners the message that they are incapable of ultimately learning what is being demonstrated.)
2. Engaging with what is being demonstrated will further the purposes of the potential learners lives. (Implication - we must convince potential learners that attaining high degrees of literacy is really one of the most important things in their lives.)
3. Engagement with whatever is being demonstrated will

not lead to pain, humiliation, or denigration. (Implication - potential learners must feel safe to have a go.)

There is a corrollary to these three principles:

4. Learners are more likely to engage with the demonstrations provided by those who are significant to them. (Implication - on the one hand, significant persons, such as parents, need to give the appropriate demonstrations that support literacy development and acquisition. On the other hand, those charged with providing the relevant demonstrations, such as teachers, need to become significant persons to potential learners (Cambourne, 1988, pp. 54-55).

Much of what Cambourne believes emanates from research in linguistics and reading comprehension. The fact that research shows that one cannot learn a process without engaging in it is consistent with the whole language philosophy that children be immersed in a literate environment that will provide the time and the opportunities to participate in what Goodman (1986) calls authentic literacy events. When children are engaged in real language using real books all the cueing systems are present so that meaning is constructed in the mind of the reader.

Durkin's (1978-79) study "What Classroom Observations Reveal About Reading Comprehension Instruction" attempted to examine through classroom observations of reading and social studies classes in grades three through six, exactly what kind of and

how much reading comprehension instruction took place. As a result of her study, it was found that almost no comprehension instruction was going on and that most of the concern with comprehension took place in the form of assessing the students' understanding in the form of teacher questioning (Merrill, 1983). Cambourne's (1988) statement that the learner needs to be convinced that attaining high degrees of literacy is one of the most important things in their lives bears out what the research shows. "Is this a worthwhile learning experience that will promote literacy?" needs to be asked when planning demonstrations.

In addition to having the opportunities to engage in literacy events, children need the opportunity to engage in discussions and share with other readers and writers following these events. Harste (1989) explains that if the knowledge and behavior that learners value does not receive confirmation by others, it atrophies. In a study done by Harste, Woodward, and Burke (1984) it was shown that after twenty days of phonics instruction children had abandoned every other reading strategy except sounding out words. Prior to this at ages 3,4, and 5 they had used a much wider and more powerful set of strategies.

The authors of The Reading Report Card state:

> To foster higher-level literacy skills is to place a new and special emphasis on thoughtful, critical elaboration of ideas and understandings drawn from the material students read and from what they

> already know. They must learn to value their own ideas and to defend as well as question their interpretations in the face of alternative or opposing points of view (NAEP, 1985).

In order for the learner to demonstrate this kind of behavior Goodman (1986) says the learner must use trial and error and be a risk-taker. The kind of attitude which promotes risk-taking and questioning needs to be fostered and nurtured by what Cambourne (1988) refers to as persons who are significant to the learner.

Assumptions Concerning Language and Literacy Acquisition for ESL Children

Goodman, Goodman and Flores (1979) state that they believe literacy develops the same way across cultures. Differences exist in the way different functions of literacy are used in the society. They point out that bilingual programs were developed without much consideration to the research and theory concerning how language and literacy of the second language is acquired. One assumption is that children need to develop oral proficiency in a language before they can learn to read it. They state that literacy acquisition does not have to follow oral language development but in fact, can run parallel to it and contribute toward children gaining control of the language. They emphasize, however, that this is based on the assumption that language and literacy instruction is based on the functional use of both and opportunities to use both are present in the

the classroom. For example, students in other countries learn to read and write English and have no need to speak it. Conversely, there are people who acquire a second language and have no need to read and write it.

One of the key points they make is the fact that what children can say is not indicative of what they can understand. That, in fact, ESL children understand much more in listening and reading than they can say or write. Because reading is a receptive language process and speaking is a productive language process, it is not uncommon for ESL children to understand more than they can produce. As a result, oral language development and literacy instruction can, in most cases,begin at the same time.

Goodman, Goodman, and Flores (1979) state that the assumption that languages that have a closer "regularity" in sound-symbol correspondence will be easier to learn implies that some languages are easier to learn than others. They point out, "Spelling English is complex but that has little to do with the difficulty of reading it...reading problems are not unique to English" (p.23).

Because many writers of bilingual programs view the reading process as "responding to print with speech," they focus the learners' attention on the skills of reading rather than engaging them in functional and meaningful language and literacy experiences. They state that once all these assumptions are put aside and the interactive model of acquiring language and

literacy is accepted as universal for all languages, second language learners will be functioning in a program that the research has shown to be optimum for language and literacy acquisition.

In an effort to find universals in bilingual children's second language acquisition learning strategies, Dulay and Burt (1974) studied the errors which Spanish, Chinese, Japanese, and Norwegian speaking children make as they are learning English. They found that the children "creatively constructed" the syntax of the English language in similar ways as they developed language proficiency. As these children interacted with English - speaking peers, they acquired syntax in a strikingly similar order. The results of this study indicate that "universal cognitive mechanisms are the basis for a child's organization of a target language, and that it is the second language rather than the first language that guides the acquisition process" (Dulay and Burt, 1974, p. 52).

Freeman and Freeman (1988) concur with Goodman et al. and voice concern over the instructional model used in most bilingual programs. "The idea that learning is the result of the transfer of knowledge from teachers to students underlies much current educational practice. Inherent in this assumption is the notion that what is explicitly taught is what is directly learned" (p.3).

Concerning the assumption that oral language precedes learning to read and write, and that bilingual students must be

able to say words before they can comprehend them is being disproved by research. Krashen's (1982) "input hypothesis" focuses on the fact that language acquisition takes place when it is used in purposeful and functional situations. Reading for different purposes, such as for pleasure and to acquire information, does, in fact, help bilingual students acquire language by providing them with "comprehensible input." If materials are supposed to help students in language acquisition they should supply input that is comprehensible, interesting, relevant, and not grammatically sequenced..." We need material to bring students to the point where they can utilize the outside world" (Krashen, 1982, p. 183).

Elley and Mangubhai (1983) examined the impact of reading on second language learning. They first identified five critical factors which differentiate L1 and L2 language learners in the school setting: strength of motivation, emphasis on meaning vs. form, amount of exposure to language, type of exposure to language, and the quality of models. They hypothesized that these differences could be eliminated by using a reading program that used high-interest, illustrated story books.

They sampled 380 fourth and fifth graders from eight rural Fijian schools with very few books. Sixteen participating teachers were trained in two different methods of encouraging the the normal structured English program with little emphasis on reading. The rest of the students were exposed to a wide variety of high-interest stories. Pre and post-tests were given after

eight months. Those students who were exposed to many stories demonstrated twice the normal rate in reading and listening comprehension. Their progress after twenty months demonstrated gains in other language related skills as well.

Hudelson's (1984, 1986) research is consistent with Krashen's views. Hudelson found that children who were speaking little or no English, in fact were able to read environmental print. In addition, their reading and writing performance ability was better than their oral language would indicate.

The research continues to demonstrate that bilingual students need to actively engage in all of the language arts, listening speaking, reading, and writing, as an integrated whole. Harste, Woodward and Burke (1984) discuss all aspects of literacy and language to be part of what they call a "linguistic pool." It is from this pool that the language learners pull from when they engage in meaningful and functional demonstrations.

Wong-Fillmore (1982) states that any time we provide bilingual language learners with demonstrations that emphasize and repeat linguistic points in the form of drills and exercises, the language which provides comprehensible input is stripped of its meaning and purpose. When learners are not able to make the connection between form and purpose, learning any language is difficult.

Cummins' (1984) view is consistent with these researchers as

he cites the account of Canadian students in French immersion programs as compared to students in traditional French programs where the form of the language was emphasized for example, drills and repetition type exercises. Cummins states, "The dismal failure of these latter programmes can be attributed to the disembodied context of language use which does not allow for reciprocal interaction between teacher and student" (p.232).

Cummins (1984) cites Swain and Fillmore who maintain that it is the "interaction between learner and target language users that is the major causal variable in second language acquisition" (p.232). Part to whole instruction does not make sense to the learner. When language and literacy demonstrations do not make sense to the learner, acquisition will not occur.

Kim and Hong (1982) did a longitudinal study of the language development of eight Korean-English bilingual (ESL) children sponsored by the National Center for Bilingual Research. The purpose of the report was to investigate the nature of bilingual (ESL) competence and its development in naturalistic contexts, at school and at home. The children were ages 4-6 at the beginning of the study. The study generalizes language characteristics across subjects including the amount of speech and the frequency of speech turns in each language and the length of utterances. An analysis of the language samples of each subject is also given in terms of various levels of linguistic structures. The report is intended to serve as an introduction to the study for readers outside the National Council of Bilingual Research and as a

reference source for researchers for the Council. Clearly, the report demonstrates that ESL students need substantial exposure to English in acquisition-rich environments and that this type of environment can be provided in the home, school or community.

Promoting Language and Literacy Acquisition in ESL Children Through the Whole Language Philosophy

Freeman and Freeman (1988) point out that building on the strengths of the bilingual learner can be achieved by using the whole language philosophy when planning curriculum and instruction. Goodman, Goodman, and Flores (1979) indicate that when planning curriculum for the bilingual learner one must "consider the interrelationship of learning theory, organization, instruction, content, materials, methods, and evaluation" (p.35). As a result, the assumptions previously stated concerning the bilingual learner are seen as inconsistent with what we know about language and literacy learning.

Whole language teachers have what Goodman (1986) refers to as pedagogy, the confidence and belief in themselves as professionals that they will ..."recognize how best to serve each child...and they do" (Goodman, 1986, p.79). Whole language teachers have a holistic view of teaching. They help children form new insights, make connections, and understand relationships. Their goals include building thinking and learning strategies that will expand the learners' minds and

empower them. They have positive attitudes toward children and believe in them. Their philosophy is one that is based on humanism. They understand that each child is an individual who comes to school already knowing a lot about language and literacy. Whole language teachers know how to use that background knowledge and build on it. Whole language teachers respect the integrity of children and encourage them to extend and explore their natural desire to learn. Making mistakes and taking risks are vital parts of the learning process (Goodman, 1986).

Children immersed in a whole language environment have the opportunity to function in a print-rich environment and engage in meaningful and functional literacy experiences that emphasize process. A wide variety of writing takes place in these classrooms, for example, journal writing, content-area logs, and publishing of children's original writing. Literature is at the core of the curriculum and books are used as well-crafted models to teach various strategies as the children develop as readers and writers. Literature based reading takes various forms as the children study authors and illustrators. Much reading aloud takes place as well as regular opportunities for the children to read silently from literature they have chosen. Large blocks of time are available for the children to work on the integration of reading and writing through themes across the curriculum (Strickland, 1989).

Conditions are set so that the children become involved in

experiences for which they have a need or interest. They are free to move around the classroom interacting with their classmates both in a cooperative and collaborative manner. Learners have the opportunity to reflect on and publish the experiences they have created. At this time valuable feedback is received from classmates which may be used to clarify information which the learner may later use for revision. These are crucial processes which enable the learner to internalize learning and help with synthesis. "These are the keys: Lots of reading and writing, risk-taking to try new functions for reading and writing, focusing on meaning. If these three essentials aren't present, no matter how many specific whole language activities are used, the program will not be a successful whole language program" (Goodman, 1986, p.49).

Heald-Taylor (1986) illustrates how the whole language approach benefits ESL students in many ways. For example, through the process of dictating stories the students are encouraged to participate as soon as oral language emerges. By actively participating in this activity, they are involved in the composition of the message, they see their oral compositions transformed into writing, they hear their story read back to them, and they have the opportunity to observe print conventions.

Through the use of literature strategies such as choral speaking, reading aloud, and shared reading using big books, ESL children have the opportunity to appreciate many aspects of the English language. Literature provides ESL children with models

for oral language development, they become familiar with the various structures of the language, such as syntax, semantics, and visual cues in meaningful contexts. In addition, their background knowledge is enriched through vocabulary and concept development.

Writing with the focus on process (Calkins, 1986; Graves, 1983) provides ESL children with the opportunity to write with meaning and purpose without having to be proficient in reading and spelling.

By learning through thematic units, ESL children are able to participate in real experiences across the curriculum to further enhance their language and literacy acquisition. Content area themes in science and social studies are integrated across the curriculum in meaningful and relevant ways.

Rupp (1986) describes the success he has achieved using the whole language approach with primary grade ESL children. After years of using more traditional instructional methods that did not "bridge the gap" between school-learned English and "real-world" English, he became interested in the connections he was making between ESL research findings on language and literacy programs that focus on comprehension and whole language principles. By incorporating the four language systems as an integrated whole in an environment that was risk-free, Rupp was able to report that children were making great strides in literacy acquisition as they actively participated in acquiring language and literacy in meaningful and purposeful ways.

Trute (1990) implemented a ten week practicum study designed to improve language acquisition of ESL kindergarten children. Her primary goals were to move the ESL children's language skills closer to their English speaking peers with particular focus on developing language skills the children would need in first grade. Trute designed and administered pretests and posttests to determine the children's English comprehension. The test items were correlated to prescribed kindergarten objectives. Through the use of a literature-based whole language approach, positive results were observed in the data collected and analyzed concerning the student's growth in English comprehension.

Hamayan and Pfleger (1987) developed guidelines for teaching reading and writing to ESL children of non-literate parents. The guide was developed to prepare Southeast Asian refugee children for elementary schools in the U.S. Hamayan and Pfleger devoted sixty minutes of each school day to real reading and writing experiences, for example, shared reading and writing with big books, sustained silent reading, dictated stories, creative writing, story completion and dialogue journals. Hamayan and Pfleger found that developing literacy in a second language follows the same principles as developing literacy in a first language.

Monitoring and evaluating literacy development is not done in traditional ways, such as through standardized test scores or checklists in reading, writing, and spelling. In a whole language classroom, observation and "kid-watching" (Goodman,

1986) are used to document language growth. Through the use of anecdotal record sheets and checklists that monitor literacy progress over time, the teacher has the opportunity to monitor the second language learner in an appropriate manner. The use of standardized test scores has been discouraged by many researchers because they were designed for first language learners and are considered inappropriate for ESL children.

Garcia and Pearson (1991) examined the use of reading achievement tests to assess and place ESL students. They point out that it is necessary to note how ESL students perform on these tests and how their performance is related to their literacy development. They wanted to identify the factors that influenced the English reading test performance of 51 Hispanic children as compared with the performance of 53 Anglo children in the same fifth and sixth grades quantitative and qualitative methods were used. Specifically, performances were examined in the following areas, the effects of time constraints, prior knowledge, and types of questions asked. Vocabulary differences were also taken into consideration concerning the children's general and test-specific vocabulary knowledge. Eighteen children were later asked how they determined their answers to the vocabulary and reading tests. The findings suggest that the Hispanic students' reading comprehension potential was seriously underestimated because of their limited prior knowledge on certain topics, inability to answer questions that required background knowledge, lack of understanding of terms used in the

test questions and answer choices, and their literal interpretation of the test when answering the questions. Garcia and Pearson call for assessments which identify strategies and behaviors which children demonstrate as they engage in experiences and interact with their peers, such as anecdotal records, observations, and portfolios in order to show growth over time and plan for future instruction. Similar findings were noted in Freeman (1988), Cummins (1984), and Goodman, Goodman, and Flores (1979).

Conclusion

From this literature review it is evident that literacy and language acquisition in ESL students is influenced by many factors. ESL students learn to speak, read, and write because they have a need to communicate in a social context with their peers and significant adults. It is within these social settings that ESL students have the opportunity to practice and refine processes and strategies as they acquire language and literacy.

Teacher's views and classroom practices directly impact how ESL students become literate. When the teacher's demonstrations present the four language systems as interrelated and the demonstrations support one another in a meaning based, child-centered classroom, ESL students will view language and literacy as meaning-making activities. As a result, ESL students will be moved to engage themselves in these meaningful and functional experiences because they have a reason to do so.

The literature shows that the whole language philosophy is a holistic view of language and literature learning emphasizing process. As a result, ESL students are positively moved to learn to speak, read, and write English.

CHAPTER THREE

Methods and Procedures

The literature presented in Chapter 2 showed that the experiences that influence ESL children to learn to speak, read, and write are the same experiences that influence English speaking children to develop language and literacy. Growth in reading, writing, and oral language occur together in social contexts that are functional, meaningful, interesting, and have at their core, a need to communicate for a purpose. Oral language instruction does not have to precede reading and writing instruction for ESL children. Learning to read, write, and speak are interrelated and instruction in the language arts should be integrated.

The findings, as reported in my literature review, showed that language and literacy emerge as ESL children respond to a print-rich environment by actively engaging in demonstrations of real listening, speaking, reading, and writing experiences with peers and/or the teacher. This occurs, in an environment in which the children are encouraged to take risks and are not afraid to make mistakes.

The research showed the inappropriateness of using standardized test scores to evaluate ESL children. These conventional measures underestimate ESL children's potential

because of such factors as lack of prior knowledge or background knowledge about certain topics and dialect differences. The research suggested using more informal assessment measures which identify strategies and behaviors ESL children are using such as, portfolios, observations, and anecdotal records, because they reflect what the child is actually doing. Because this information shows growth over time it can be used to appropriately plan for further instruction.

Further findings in the research literature also showed the positive influence the whole language philosophy of language and literacy learning and instruction had on ESL children. The purpose of my study was to discover what core experiences in my whole language program moved Korean children to acquire the language and literacy of their new country, the United States of America.

Subjects

My subjects were four Korean children, 3 girls and 1 boy, from an all-day Kindergarten class in a K-8 elementary school located in Northeastern New Jersey. The school is the only elementary school servicing the district and has an enrollment of 183 students. The upscale, suburban, community consists of professionals and business people. The ethnic population is Caucasian with an Asian minority. The community received nationwide recognition as the second most affluent community in the United States. The assessed value of the community is $700,000,000.

The children come from a variety of backgrounds. Many of them come from single parent families, while others come from families where both parents are professionals and are working. Still others live in households with one natural parent and a step-parent. Many of the Asian children live in extended family situations and some of them live with their mother while their father maintains permanent residence in Korea because of business obligations.

The four Korean children who were selected were age five at the beginning of the study. They were all from affluent families but their home situations varied. Two of the girls live in traditional households where the father is a professional and the mother is a housewife. They each have older siblings. One of the girls is the product of a broken home. She lives with her mother, uncle, and grandmother. Her mother does not work and

she does not see her father. The boy's parents run their own business in New York. His parents leave early in the morning before he gets up and return home when it's time for him to go to bed. He and his younger sister are cared for by a non-literate, Korean grandfather. All four children came to the United States within the last two years. The only language spoken at home is Korean. The children were chosen because of their availability to the researcher for developmental observation .

Instruments

Several informal literacy measures were used to assess the children's language and literacy development over time. These measures were used because they allowed me to concentrate primarily on the processes and strategies that the children used as they engaged in oral language, reading, and writing experiences throughout the year. The measures used and a brief description of them follow:

Anecdotal record notebooks - Observations or "kid-watching" (Goodman, 1986), is a term used to describe the continual observation of children as they interacted with their environment engaging in reading and writing experiences alone, with a "buddy", or in a group. Anecdotes were recorded on index cards and transferred to a notebook to refer to at a later time. These notes were use to assess and analyze the growth the students were making over time.

Beginning of the Year Reading and Writing Interview (Fisher, 1991). This interview gives background information concerning general knowledge about reading and writing and specific questions concerning the child's reading and writing. (Note: Clay's Letter-Identification Test (1979) was also given to establish a baseline in terms of where the children were in their language and literacy development).

End of the Year Reading and Writing Interview (Fisher, 1991). This interview was administered to the children at the end of March to gain information concerning the children's perceptions about what processes and strategies are involved in reading and writing.

Portfolios - A portfolio was kept on each child and contained dated samples of the children's work such as writing samples, art work, and self-portraits.

Procedures

> For whole language teachers, the goal of education is not to assimilate bilingual children in a "melting pot" but to allow them to add flavor, texture, and spice to society's "salad"
> (Freeman and Freeman, 1988, p.13)

The researcher conducted a study for seven months (Sept.-March) in a kindergarten classroom grounded in the whole language philosophy to determine the core experiences that influenced Korean children to speak, read, and write English. In order to

ensure that the children would take risks and willingly participate in learning experiences that would foster growth and development in these areas, special attention was given to two factors, the learning environment and the instructional strategies used within that environment.

Because the research showed the importance of providing an environment that is supportive, child-centered, and relaxed, the room was divided into centers. This enabled the children to involve themselves in meaningful experiences that were of interest to them and which provided them the opportunity to socially interact with the teacher, their peers, or both.

The room was divided into the following centers: writing, classroom library, art, listening, blocks, housekeeping, math, and science.

Research findings determined that ESL children needed time to witness a variety of language and literacy demonstrations and then be provided the opportunity to engage in them. In order to provide opportunities for this interaction to occur, instructional strategies were incorporated into the curriculum by using Strickland's framework for an emergent literacy curriculum (Strickland and Morrow, 1989, p. 137).

Strickland's framework was selected by the researcher for many reasons. The framework was grounded in current theory and research about the experiences which influence young children to learn to speak, read, and write. Providing children with the time and opportunity to engage in experiences that were of

interest to them in a predictable, integrated and varied framework met the children's needs. Providing me with a flexible framework that I could use effectively to plan many varied experiences within a variety of contexts was appealing. I could tie in my district's objectives and still focus on the process approach to teaching rather than the skills approach. The framework allowed me the opportunity to systematically assess the student's oral language, reading, and writing development within a variety of social contexts.

The various aspects of Strickland's framework and a description of the kinds of experiences the children engaged in under each heading follow:

Shared Reading - Each day children participated in the reading of a big book (enlarged text), poem, or song that contained predictable text and/or repetitive phrases. During this reading the teacher moves her finger under the words to visually demonstrate to children such concepts as left-to-right directionality, spaces between words, and concepts of words and sentences. The children were free to join in reading the story along with the group.

Reading Aloud and Response - Reading aloud to children is a key component for providing the background necessary for children to become skilled readers (Anderson, Hiebert, Scott, & Wilkinson, 1984). Reading aloud to children takes place several times a day for various reasons. Many times the books are related to the content area themes being studied. A wide variety of books

representing various genres are used. The structured read-aloud session uses predictable texts to develop comprehension strategies and allows the opportunity for the children to observe a skilled reader. Responding to stories is done in a variety of ways such as reenacting the story with puppets, dramatizing the story, retelling the story, and using art as a medium for interpreting the story.

Independent Reading - Every day the children have the opportunity to self-select books to read independently or with a "buddy." The classroom library is always open as a center activity and is filled with a variety of big books and a wide variety of storybooks as well as informational books. Children are also allowed time to listen to books on tape in the listening center.

Conferencing - During this time the teacher moves about the classroom observing the reading behaviors children use as they engage in the process of reading. At this time I also have individualized reading conferences with the children about the book they had read for homework. Each day a child chooses a book to take home from the Story box (Wright Group). When the child returns the book, the child rereads and discusses the book with me.

Shared Writing - A whole group activity which usually takes place in the form of a chart production. The discussion promotes oral language development and culminates in the actual writing of the chart by the teacher as the children contribute the text.

The text is analyzed by the children to promote their growing awareness about print. Rereading the whole chart follows.

Independent Writing - Children engage in writing activities for many purposes during the day. Invented spelling is permitted as the children engage themselves in writing innovations on texts, and making class big books. Other reasons for independent writing follow:

Journal Writing - Every day the children are encouraged to write in their journals about anything they choose.

Science Logs - Children have the opportunity to record observations in their logs that are related to a thematic unit.

Classroom Mailboxes - Children have mailboxes which encourages them to write notes to each other.

Response to Inquiry Activities - Many independent writing activities are culminations of discussions and observations made in the inquiry activities.

Inquiry Activities - These discussions take place in circle time and focus around the content area theme. A wide variety of strategies are used to encourage higher-level thinking. For example, children engage in problem finding and solving, questioning, displaying, and demonstrating concepts and ideas related to the content theme. These activities help the children brainstorm ideas and are usually followed by a shared reading or writing experience.

Sharing - Several opportunities are given every day for the children to share the experiences they had. These may be

artifacts they generated in reading or writing or activities they participated in at the various centers. As part of the writing process, Graves' Author's Chair is utilized (1983).

Collection and Treatment of Data

In order to analyze and evaluate what core experiences influenced the language and literacy acquisition of the four ESL Korean children, information from anecdotal records, portfolios, and interviews were collected and reported as four individual case studies. The researcher analyzed and interpreted the information in an attempt to make generalizations or arrive at some universals that might emerge.

Summary

To see what core experiences influenced Korean children to learn to speak, read, and write English, informal instruments were used to collect data over a seven month period (September - March). After collecting the data from anecdotal records, portfolios and interviews, the researcher analyzed and interpreted the information in order to arrive at some generalizations or universals that might emerge. The results were reported in the form of four case studies.

CHAPTER FOUR

Results

The question raised by this study is how the core experiences of a whole language kindergarten have influenced a select group of Korean children to acquire the language and literacy of their new country, the United States of America. To determine how the core experiences influenced and moved four ESL Korean children to speak, read, and write English, information from informal instruments such as anecdotal records, portfolios, and interviews were collected and reported as individual case studies. The researcher analyzed and evaluated this information in order to arrive at some generalizations and identify some universals about language learning that might emerge from the stories of these four children.

First, we'll give a profile of the child. Next we'll discuss literacy events signaling growth in language and literacy learning as outlined in Strickland's framework and draw some conclusions about the core experiences that worked for that child.

Gina. Gina was born December 14, 1985, came to the United States from Korea in 1990, and entered kindergarten at age five. Gina has two brothers, ages 10 and 12, and lives with her parents, and maternal grandparents in a single family home. Gina's father is a doctor and her mother is a housewife. Her

parents both speak English; however, Korean is the only language spoken at home.

In September, Fisher's interview (1991) was conducted with Gina. From the interview it was clear that Gina viewed reading and writing as purposeful activities that her family did for several reasons. As she stated, "They read to learn things and to feel good. They write because they have lots of things to remember like homework, telephone numbers, and things to buy for food." Gina's mother read to her every night and allowed Gina to pick the stories. Gina also viewed herself as a reader and a writer. She stated, "My mom showed me how to read, but I learned how to write all by myself when I was a baby." In September, Clay's Letter Identification Screening (1979) indicated that Gina could name all the letters of the alphabet.

At the beginning of the school year, Gina required a great deal of personal attention. She whined and complained that nobody liked her and that the researcher was not giving her the same attention that she was giving the other children. Clearly, Gina demonstrated that she needed to feel good about herself and would benefit from a program that focused on her strengths and included consistent use of positive reinforcement.

Gina was very artistic, demonstrated an interest in books and writing, and could always be found working in the art center or reading in the classroom library. Next we'll look at her development as she participated in the core experiences in my whole language kindergarten.

Read Aloud and Response. Reading aloud to the children was an important core experience to familiarize them with book language, enrich their vocabulary, and add to their background knowledge about themes and concepts being studied. A wide variety of fiction and nonfiction literature was read. The stories were chosen because of their predictable text and the fact that the children were able to understand the vocabulary and syntax contained in the selections because they were at the children's level of comprehension. The children had the opportunity to respond to the story in a variety of ways. For Gina, the read aloud experience was important because it provided her with the opportunity to hear the syntax of the English language and expand her vocabulary and concept load concerning the themes being studied.

Anecdotal records in September, showed that Gina did not participate in the pre-reading discussions, which involved predictions about the book, however, she did participate in the reading of the story when there was a rhyme or phrase which was repeated. From notations made in December, it became evident that consistent exposure to demonstrations of the the sounds, syntax, and semantics of language during read alouds resulted in Gina's achieving significant gains in oral language development. While in September, Gina's language production was limited to communications of 1 or 2 word responses, by December she was retelling stories using 4 or 5 thoughts to communicate. For example, after a read aloud of The Very Hungry Caterpillar,

(Carle, 1987), Gina dictated the following, "Once upon a time there was a caterpillar popped out the egg. He eatted lots of things like candies and fruits. He was hungry. Then he got too fat and got to sleep. He turned a butterfly."

In March, anecdotal records revealed this retelling of The Princess and the Pea (Stevens, 1982). Notice how Gina has internalized the syntax and oral language patterns of English: "There was a prince trying to find a princess. He couldn't find her, so he went back home. Then suddenly a princess came to a castle. They got married the next day and were happy in love." It is evident from these anecdotal notations that because of Gina's exposure to the read aloud experience her oral language development and use of correct syntax and grammar had made significant progress from September to March.

Shared reading. The children participated in many shared reading activities throughout the day. Information from anecdotal records indicated that Gina was clearly interested in language in all its forms. She willingly participated in shared reading activities that focused on reciting nursery rhymes. It was evident from anecdotal notations that Gina had heard these rhymes before and was reciting them from memory. During September and October, Gina would repeat these rhymes from memory and was gaining confidence in her ability to participate in many language learning experiences such as shared readings of big books, poems, songs, and chants without feeling self-conscious.

In November, after a shared reading of Mrs. Wishy-Washy (Cowley, 1986), the children were asked to analyze the text for words they could identify. Gina volunteered to come up to read the whole text. As she started to read the book from the beginning, she alternated between retelling the story from memory to trying to match the words to the print on the page. Everytime she got to the phrase "Oh, lovely mud," she pointed to the words with one-to-one accuracy. It was clear that Gina was beginning to pay attention to the print on the page as she read.

Anecdotal records indicated that Gina was continuing to focus on visual cues during shared reading. The texts of familiar big books were frequently printed on sentence strips which the children were asked to match during shared reading and then place in a pocket chart.

In December, Gina was observed matching sentence strips to the text of Crocodile Beat (Jorgensen, 1988).As she placed the sentence strip in the pocket chart she asked, "What are them flying comma things?" She was referring to the quotation marks which had been placed around the lion's dialogue in the story. After I explained the purpose of quotation marks to Gina, she pointed them out throughout the remainder of the story and stated, "That's his talking." Her continued awareness of the conventions of print was emerging as she participated in subsequent shared readings as evidenced in these anecdotal notations.

Independent Reading. The three components of the

independent reading program which motivated Gina to read in the classroom were, self-selection, opportunities to engage in reading and reading-like behavior throughout the day, and personal conferences with the teacher. Anecdotal records revealed in September that Gina had some sense of story as she used the wordless picture book The Hen (Lovis-Miler, 1988), to narrate a story which she began with ..."Once upon a time four caterpillars was in the tree." As was mentioned earlier, observations of Gina's participation during shared reading revealed that rhyme, rhythm, and predictability were motivating factors for her to engage in the reading experience. Anecdotal records revealed that these same conditions were necessary for Gina to engage in independent reading experiences.

During independent reading time, Gina would choose to orally reread books that had been shared with the same rhythm, phrasing, and intonations that had been demonstrated by the teacher. Initially, Gina chose to participate in this activity alone. During September and October, anecdotal records showed that when Gina would try to read independently with a "buddy," she would become frustrated when she and her partner could not synchronize their reading. By December, when Gina had a repetoire of stories that she could read fluently, she began to enjoy reading with a "buddy," and would willingly perform these readings for the class during sharing time.

Personal reading conferences with the teacher were important for Gina's growth and development as an independent reader. It

was during these conferences that Gina had the opportunity to interact with the teacher while she reread the books she had taken home for homework. Anecdotal records showed that Gina was relying heavily on syntactic and semantic cues and was not focusing on the print early in the year. Gina's enthusiasm for the home reading program began to wane in December. Upon further questioning by the researcher, Gina revealed that her parents were making her copy the text of the books she brought home to read and forced her to practice reading these sentences in isolation. Gina was frustrated by this experience and no longer wanted to participate in the home reading program.

I decided to use personal reading conferences as Gina's time to practice reading her books for homework. The benefit of this strategy was two-fold. First, Gina had the opportunity to receive positive reinforcement from me as she practiced reading the stories. Second, she had the opportunity to receive praise from her parents for a job well done. For the remainder of the study, Gina enthusiastically participated in the home reading program and by March was able to use beginning consonant sounds to help her read unfamiliar words.

Independent Writing. Anecdotal records and work samples collected in Gina's portfolio showed that independent writing provided Gina with the opportunity to make significant literacy gains in reading, writing, and oral language development. Gina considered herself a writer from the beginning of the study. As she stated in Fisher's (1991) in September, "Ever

since I was a baby, I can write. I am a good writer and speller. When I write, I feel better in my head."

A sample of Gina's journal writing at the end of September indicates that she was able to label the illustrations of a rainbow as "rnbw" and flowers as "flwc" during conference time when asked to do so by the teacher (Figure 1). She was able to represent the sounds with letters but transfer of this skill had not occurred independently in Gina's writing.

Figure 1. Sample page from Gina's journal in September

Samples of Gina's journal writing in December indicated that she accurately represented the initial consonant of each word in the sentence, "I love my friends" as "ILMF" (Figure 2).

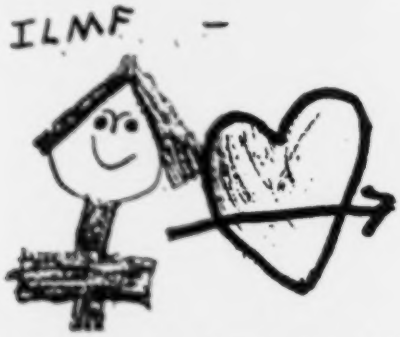


Figure 2. Gina independently uses beginning consonants in her journal in December.

By February, samples of Gina's journal writing indicated that her writing was being influenced by her reading. Gina used the sight vocabulary she knew in her writing "I, to, the." Gina also included vowels and spaces between words in this journal entry (Figure 3).

Figure 3. Gina uses invented spelling in her journal in February.

In March, Gina completed a cloze activity in Social Studies by writing, I am sad when "Mi FReNDs Mess up Mi RooM MD coL Me NaMs" and read it as, " I am sad when my friends mess up my room and call me names" (Figure 4).

Figure 4. Gina uses invented spelling to complete a cloze activity in Social Studies. 48

Gina's writing indicated that she was making the transition toward more conventional spelling. She applied standard spelling in the words "mess, me, up" along with invented spellings of the words "mi, frends,md, col,nams" which she read as "my, friends, and, call, and names."

Sharing. Another core experience that was instrumental in building Gina's self-esteem and moved her ahead to develop her oral language, reading, and writing ability was sharing stories that she had written during independent writing. Initially, anecdotal records indicated that Gina wanted to share her work but was very sensitive when the children responded to what she had done. For example, Gina had written a story about going to the circus with her family. As she shared the story in the Author's Chair (Graves, 1983), she showed pictures that she had drawn of clowns participating in slap-stick antics with each other. The children started laughing as she told her story. Gina burst out crying and ran to a corner of the room and refused to continue saying, "They laugh at me."

Gradually, as Gina observed the other children sharing their work, she became accustomed to the positive feedback received during these sessions. It was evident from the progress noted in anecdotal records that this positive feedback provided Gina with feelings of confidence and served as the impetus for her to engage in core experiences involving speaking, reading and writing. By March, Gina would enthusiastically solicit comments from peers and her teacher by asking, "How do you like my story?"

Clearly, Gina's feelings of self-worth and image of herself as a productive member of a community of readers and writers had been realized.

Discussion

This study showed some interesting facts concerning how the core experiences of a whole language kindergarten influenced Gina to learn to speak, read, and write English. It is evident that what the research showed in Chapter 2, that ESL children acquire language in all its forms (reading, writing, and speaking) when they are engaged in meaningful, purposeful, and child-centered experiences that occur within a social context seems to be consistent with what I found in my kindergarten classroom.

Because Gina had the opportunity to engage in core experiences that allowed her the opportunity to develop her language and literacy ability simultaneously in an integrated way, she experienced success from the beginning of the study. The effect this had on building her self-esteem and feelings of self-worth were obvious. Gina learned to speak, read, and write English because she was actively engaged in the processes of doing just that.

For Gina, the significance of being able to develop and grow at her own pace with positive feedback from peers and her teacher, cannot be overstated. Clearly, Gina's study seems to be an affirmation of Vygotsky's theory of the importance of the high quality interaction between the expert and the novice as a key

component in acquiring literacy. The opportunities she had to participate in experiences that enabled her to practice and refine her skills in a non-threatening way were primary in moving her ahead in her language and literacy learning.

Irene. Irene was born February 4, 1986, came to the United States from Korea in 1990, and entered kindergarten at age five and a half. An only child whose parents are divorced, Irene lives with her mother, grandmother, and uncle in a single-family home. While Irene's mother speaks fluent English, Korean is the only language spoken at home. Irene's mother does not work.

Fisher's interview (1991) revealed in September that Irene's mother read to her every night in Korean and English. Her mom allowed her to select the stories to read, and Irene viewed reading and writing as important activities that all the members of her family did for a reason. As she so aptly stated, "They read and write to think and learn." In September, Clay's Letter Identification Screening (1979) indicated that Irene could identify the letters of the alphabet. She could also name twelve children in the class whose names began with certain letters.

Irene is a very personable child who is socially ingratiating and wants to please and achieve. She is very artistic and could be described as a "paper and pencil child." During center time, Irene could always be found reading or writing in the library, or art center. Often, she would be working with a partner creating a big book or mural, working alone on an art project, or writing a story in her individual writing folder. Next we'll look at her development as she engaged in the core experiences in my kindergarten classroom.

Read Aloud and Response. In September, anecdotal records showed that Irene had an excellent sense of story. She told me a story using the wordless picture book The Hen (Lovis-Miler, 1988) beginning with the following; "Once upon a time there was a chicken who..." The read-aloud process provided Irene with the opportunity to develop her oral language and reading ability in an integrated way. Because Irene was provided with practice in participating in pre-reading, during reading and post-reading discussions, she made significant gains in prediction and comprehension strategies as well as oral language development. In September, Irene's oral language production consisted of short phrases that were syntactically and semantically not standard. Anecdotal records revealed this example of her response after a read-aloud concerning the reason why the koala bear was becoming extinct in Australia; "He be dead, people's houses take away him food."

By March, Irene's oral language production following a read-aloud concerning fire safety went as follows; "I learned that if there is a fire in my house, I have to call the fire department so the fireman will bring all his things and put out the fire." Clearly, Irene's engagement in the read-aloud experience reinforced the language patterns which moved her toward using more standard English. Also, anecdotal records showed that the read-aloud experience played a significant part in motivating Irene to listen to these stories on tape in the listening center and re-read them in the library area. This positively influenced her reading and writing ability. 53

Shared reading. Anecdotal records showed that Irene actively participated, from the very beginning of the study, in the shared reading experiences throughout the day. In September, Irene would use body language and recite one or two sentences during shared reading. Usually, these would be repetitive phrases in the big books that were read such as Mrs. Wishy-Washy (Cowley, 1986), and Who's in the Shed? (Parkes, 1986). By November, after hearing the story Mrs. Wishy-Washy in shared reading, Irene listened to the book on tape in the listening center, took the book home for homework, and by the following day could recite the book from memory. Irene followed this pattern throughout the year. By January, anecdotal records indicated, Irene was consistently using repeated language and oral cloze, (supplying a word that would be syntactically and semantically correct), during shared readings.

Anecdotal notations made in March, indicated that Irene was using the three cueing systems, (semantics, syntax, and visual cues) to read fluently. She knew that reading was a meaning-making process using a variety of strategies. Her ability to predict and use prior-knowledge when dealing with a new text was evident during a reading of The Grouchy Ladybug (Carle, 1986). She interrupted the reading to remark, "Hey this book goes in order, just like his caterpillar book!"

Independent Reading. Irene consistently chose to read student copies of books shared by the researcher during read-alouds and shared readings. As she practiced these books at home

and brought them back to school to read, it was clear, from anecdotal records in September, that she had internalized the story structure and was beginning to pay attention to visual cues.

Anecdotal notations in September revealed that one of the first books in which Irene's emerging literacy became evident was during her reading of When Goldilocks Went To The House Of The Bears (Green, Pollack, and Scarffe, 1986). First, she would chant the verse from memory, "When Golilocks went to the house of the bears, oh what did her blue eyes see?" Then she would turn the page and use the pictures to read what came next. By the middle of October, it was clear that Irene was developing an awareness of print conventions as she used beginning consonants to self-correct her miscues. Another day, Irene was noted chanting the words to the poem Cobbler, Cobbler, Mend My Shoe (Massam & Kulik, 1986) which was posted on the wall, while pointing to the words with one-to-one accuracy as she read.

Part of the children's independent reading program included reading a book from the classroom library for homework. When the children could retell the story to me during personal reading conferences they could take out another book. Anecdotal records showed in October that Irene was paying close attention to the print on the page. In addition to pointing to the text as she read, she was using beginning consonant sounds and picture cues to help her read words that were unfamiliar to her.

Anecdotal notations made during September and October

revealed that Irene chose to read during independent reading time in the library area either alone or with a "buddy." She would spend this time reading and rereading books that had been read by the teacher during read-alouds and shared readings. Bill Martin's Brown Bear, Brown, Bear, What Do You See? (Holt, 1967) was made into a class big book substituting the children's names and self-portraits for the animals in Martin's book. Irene would gather on the rug with two or three other children and lead them in a choral reading of the book and then ask to share it with other classes. This became a regular practice at least twice a day for the remainder of the study.

By November, notations showed that Irene was becoming an independent reader. She insisted on selecting the books to read during independent reading time and for homework as well. Self-selection was a significant factor in Irene's growth and development as an independent reader. As soon as her personal reading conference was over, she would go over to the library and select a book to take home for homework.

Irene could read simple texts that were unfamiliar to her with word for word accuracy. Anecdotal records revealed in November, during a reading of In A Dark, Dark, Wood (Cowley, 1980), that Irene was using semantics (meaning) and syntax (structure), and visual cues as she hesitated on the word "cupboard." After several self-corrections, she substituted the word "cabinet" for "cupboard." Satisfied that the word made sense, she went on to finish the sentence.

Independent Writing. Anecdotal records and work samples collected in Irene's portfolio indicated that the process approach to writing encouraged Irene to develop oral language and literacy skills simultaneously. As a result, each skill reinforced and further developed the other. Irene loved to write and considered writing synonomous with drawing. As she stated in Fisher's interview (1991) interview in September, "I write really good pictures."

A sample from Irene's journal entries for the first few weeks of school showed that her entries consisted of drawings of hearts, rainbows, mermaids, flowers, and trees as shown in Figure 5). When asked by the teacher to label the illustrations, she was reluctant to do so.

Figure 5. Sample of Irene's journal in September

Anecdotal records in October showed that one day, while Irene was reading the charts and poems that were hanging on the walls in the classroom, she decided to copy the names of the children from their "cubbies" to make a phone book. She also decided to copy the titles of books from the classroom library on the same day. Figure 6 shows samples from Irene's journal in October.

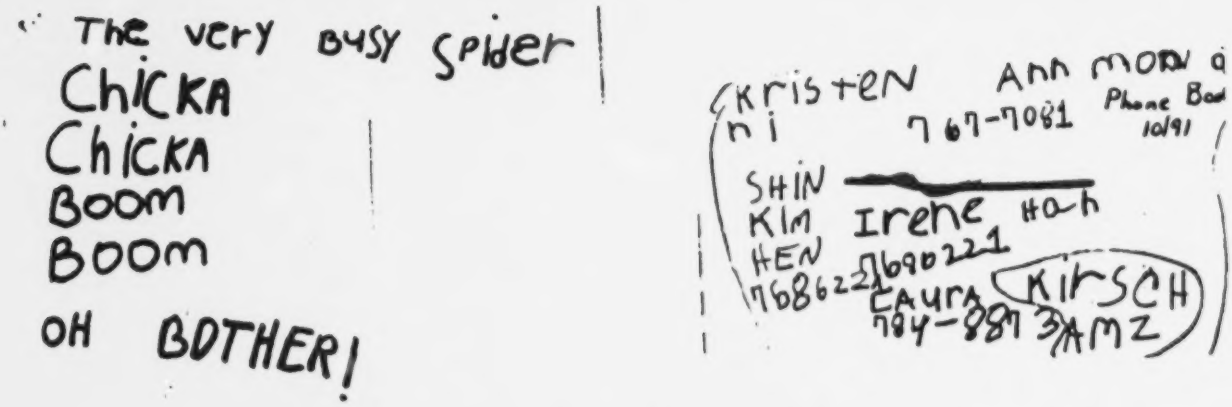


Figure 6. Samples of Irene's journal in October

It was clear from these samples that Irene understood quite a few concepts about print. She knew where to start on the page, proceeded from left to right and top to bottom, and made the return sweep to the left as she went down the page.

By November, this sample (Figure 7) from Irene's journal indicated that her writing was being influenced by her reading. Irene copied the date from the calendar and wrote the word "love." After making the entry she said, "The best luck is to have your friend love you." Journal writing promoted Irene's oral language development, too.

Figure 7. Sample of Irene's journal in November

Journal entries from January through March found Irene's growth in writing to be representative of the later phonemic stage (Temple, et. al., 1988) and moving toward transitional. This sample (Figure 8) indicated that Irene was making the transition toward more conventional spelling and was also developing certain concepts about print as she left spaces between words. She used invented spelling in the words "I wta sceng" and read it as "I went skiing," and "I want ise scating" and read it as "I went ice skating." She also left spaces between words.

Figure 7. Sample of Irene's use of invented spelling in January

Irene's responses to literature read during read-alouds and shared book experiences are illustrated in the following samples from her portfolio. After reading The Very Hungry Caterpillar (Carle,1987) the class sequenced the stages of the butterfly as part of a shared writing experience. Irene then chose to make her own picture story during independent writing (Figure 9).

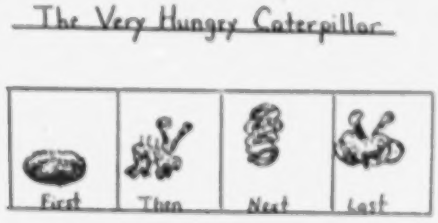


Figure 9. Sample of Irene's independent writing in November

After a read-aloud of A House Is A House For Me (Hoberman, 1978), Irene used the cloze procedure to fill in the missing words. Samples from Irene's portfolio showed that her spelling was being influenced by her reading and is moving toward transitional spelling. She wrote "box, is" and wrote "pstt" which she read as "present" (Figure 10).

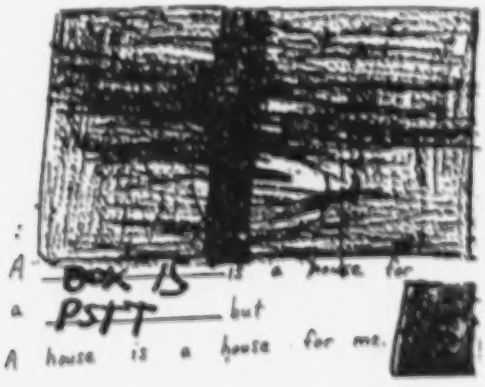


Figure 10. Sample of Irene's response to a read-aloud in March

A sample from Irene's science journal showed this transitional movement in her spelling. When describing the apple seed she wrote, "Looks lic rainbrop browna It's an eyeball shap" and read it as "Looks like a raindrop, brown. It's an eyeball shape." Notice Irene is beginning to use punctuation as she uses the apostrophe in "It's" (Figure 11).

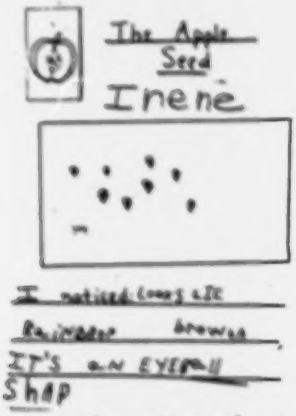


Figure 11. Sample page from Irene's science log

A sample from Irene's portfolio showed she was developing a sense of plot. She responded to Best Nest (Eastman, 1968) by writing, "Mr and Mrs Brd, /wanted/ a nast, /but/ the ball rang, /so/ tay want hom" and read it as "Mr. and Mrs. Bird wanted a nest but the bell rang, so they went home" (Figure 12).

Figure 12. Sample from Irene's portfolio in February

Discussion

This study was an example of Holdaway's natural learning process in action. Holdaway's theory that teachers can use the principles of natural learning in their classrooms to promote language and literacy was validated by Irene's case study. Just as parents intuitively provide opportunities for their children to observe, participate, practice and perform demonstrations of language and literacy skills, teachers can deliberately do the same in their classrooms.

During read-alouds and shared reading experiences, Irene had the opportunity to observe and participate in core experiences that demonstrated language and literacy as processes of constructing meaning for a reason. She then had the opportunity to practice what she needed to gain more control of the language and literacy processes during independent reading and writing time.

Clearly, independent reading, both at home and at school was the core experience that provided Irene with the practice she needed to become a a fluent reader. From October to March, Irene had read fifty-five books from the classroom library. She is an enthusiastic, fluent, reader who has a love for all kinds of reading. On Fisher's End of the Year Literacy Interview (1991) Irene stated, "I like reading because it is fun and I learn things. My best time is when I am reading a book." It appears that the roots for Irene's becoming a a life-long reader have begun to sprout.

William. William was born on November 22, 1985. He came to the United States from Korea in 1990 and entered kindergarten at age five and a half. He lives in an extended family situation with his parents, three year old sister, and non-literate grandfather. William's mother and father speak limited English. Korean is the only language spoken at home. His parents own a grocery store in New York and spend long hours away from home. William and his sister are cared for by his grandfather when they are not in school.

William is a soft-spoken, quiet, child who has extraordinary artistic ability. He spends most of his free choice time in the art area, classroom library, or in the block area. The researcher was not able to administer any of the interviews to William because of his limited ability to produce language. In September Clay's Letter Identification Screening (1979) indicated that William could name very few letters of the alphabet. William showed great interest in animal books and Ranger Rick magazine. He would take these books to the art area and refer to them as he drew animal pictures. He also spent great amounts of time looking through arts and crafts books that were placed in the art center.

Inquiry Activities. William's oral language growth and development was slow. Anecdotal records showed that from September through December, William rarely spoke during inquiry activities. Notations indicated that a breakthrough occurred in February. The focus of this particular inquiry activity was to

introduce the concept of mixtures and compounds. The researcher asked the group what would happen if certain colors of paints were mixed together. William jumped up and said, "I can do it, I can do it." He proceeded to come to the demonstration table and say, "When you mix the paints you can make a different color, yellow and blue - green, red and blue - purple, wait, I show you." He proceeded to demonstrate mixing the colors together as he spoke. The children were fascinated by William's demonstration and his reputation as an accomplished artist was raised to new heights.

Shared Reading. Shared reading provided William with the opportunity to engage in an experience with his classmates that would promote oral language and literacy development, also. Anecdotal records showed that William would not watch or participate in the shared book experience in September. He would get a book or magazine from the shelf behind him and thumb through it while the other children were engaged in the activity. By October, notations showed that several significant factors started to motivate William to become interested in engaging in shared reading. The book, In a Dark, Dark, Wood (Cowley 1980) and the poem, Five Little Pumpkins (Martin, 1990) got William's attention. Anecdotal records showed that William engaged in reciting both of these works as they were shared by the researcher. Notations indicated that Wiliam asked the researcher to write the poem Five Little Pumkins on paper so he could have his own illustrated copy. Each sentence was put on a separate

page so William could have room for his illustrations. When the project was finished it was bound and William kept the book in his "cubby." During independent reading time he would take the book and go to the rug to read and reread the poem by himself, finger pointing to the words as he read. Anecdotal records indicated that twice a week, for the duration of the study, William requested the reseacher to copy the words of at least two big books that were read during shared reading. William would make his own illustrations and then read the book during independent reading time.

Independent Reading. Anecdotal records showed that William's interest in books was directly related to the subject matter and illustrations in them. Notations made in September indicated that while William was not interested in reading the charts hung around the room, he was interested in big books. During independent reading time, William would take the big books from the classroom library and look at the illustrations in them.

In September, the researcher used the wordless picture book The Hen (Lovis-Miler, 1988), to have William tell his story. His narration consisted of his orally labelling the objects in the pictures using short phrases to describe what was happening in the story. Notations showed the following responses; "These are the chickens, these are the trees, theses are the stars." He continued on to say, "Egg is cracking up, baby chicks are a lot, chicks are fighting." Clearly, it appeared that William would benefit from more read-alouds and shared reading experiences to

expose him to the structure and language of books. Anecdotal records in September showed that William brought home the books from Storybox in the Classroom, Stage 1 (Wright Group, 1984). He would keep the book for a week. During his retellings it was evident that he had internalized the meaning of the stories and was using the pictures to help him, but he had no interest in the print on the page.

By October, the researcher noticed that he was starting to run his thumb along the print on the page while reading In a Dark, Dark, Wood (Cowley, 1980). The researcher wanted to move William along to get him to read more than one book a week. William's mother was called to make sure that she was not expecting William to decode the print before he could return the book. At this time, William's mother stated that William was asking her to make him his own copies of the books by stapling pages together and printing the words on the pages. She said that William would spend countless hours illustrating these books at home. The researcher asked if he could bring them in to show the children. The mother said she would send them in but she never did.

After the first of the year, William continued to use his interest in art to engage in independent reading. During independent reading time, anecdotal records showed William reading Ed Emberley's Drawing Book of Animals (Emberly, 1970). After reading the book he drew the animals shown in Figure 13. During a personal reading conference the researcher sat with

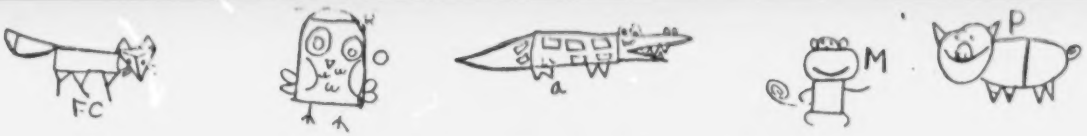


Figure 13. Sample journal page -Jan.

William and asked him to label the animals. He proceeded to write the initial consonant sounds correctly for some of the animals. For example, he wrote "fc" for fox, "p" for "pig," "a" for "alligator," and "o" for "owl."

In March, during reading conferences, William chose to read the big book, Five Little Monkeys Jumping on the Bed (Christelow, 1989). The following is William's version of the story as he reconstructed the meaning of the book, based on his remembering the text, using the pictures and the print on the page.

Text	William
It was bedtime. So five little monkeys took a bath.	Five little monkeys went to bath.
Five little monkeys put on their pajamas.	Five little monkeys dressed and dressed.
Five little monkeys brushed their teeth.	Five little monkeys brushed their teeth.
Five little monkeys said goodnight to their mama.	Five little monkeys went to bed.
Then...five little monkeys jumped on the bed!	But I got a good idea, let's jump on the bed!
One fell off and bumped his head.	Note: William recited this
Mama called the doctor and the doctor said, No more monkeys jumping on the bed.	refrain with 100% accuracy while finger pointing every time it came up in the poem.
So four little monkeys...	and there was four monkeys

jumped on the bed	starting to jump
(Refrain)	(Refrain)
So three little monkeys jumping	And there's the bed three
on the bed.	monkeys jumping on it.
(Refrain)	(Refrain)
So two little monkeys jumping	And there was two monkeys
on the bed	jumping on the bed.
(Refrain)	(Refrain)
So one little monkey jumped	And there was one monkey
on the bed.	left jumping on the bed.
(Refrain)	(Refrain)
So five little monkeys	And they went to bed.
fell fast asleep.	
Thank goodness! said the	Mama said, Sleep tight!
mama.	
Now I can go to bed!	Now mama's jumping on the
	bed. It's finished.

From this reading we can observe several things William can do as a reader. He understands that the story has meaning, he can point word for word with accuracy to familiar parts of the text (refrain), and he is paying more attention to the print. Anecdotal records showed that when he read the last sentence of the refrain that was written in bold print (NO MORE MONKEYS JUMPING ON THE BED!), he shouted it out. When I asked him why, he said the words were loud because they were big. William was moving ahead in becoming an independent reader.

Independent Writing. Anecdotal records and work samples collected in William's portfolio showed that independent writing provided William with the opportunity to make significant gains in his oral language development and reading and writing ability. Samples of William's journal entries for the first few weeks of school consisted of drawing Ninja Turtles in a variety of action scenes (Figure 14).

Figure 14. Sample journal entry in September

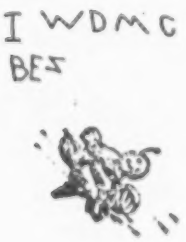
For the first half of the year, William continued to draw in his journal and would orally discuss his entries with the researcher during personal conferences. Notations in November showed that William labelled his journal entry with the word "Karate" (Figure 15). Clearly, the word "Karate" was part of the environmental print he was used to seeing.

Figure 15. Sample page from William's journal in November

In January, portfolio samples of William's writing in the content area indicated that he was beginning to associate some sounds with letters. As part of a science lesson on the sense of hearing, William wrote the following; "CIC AB" and read it as "Scotch Tape," "GRC" and read it as "drum," "I WDMC BEZ" and read it as "I would miss bees," and "I WD MC BCDC" and read it as "I would miss birds." Notice he is beginning to associate sounds with letters and has included a vowel. Also, he left spaces between words and understands directionality as he made the return sweep (Figure 16).

The loudest sound I made was GRC

The softest sound I heard was CIC AB



I WDMC BEZ

I WD MC BCDC

Figure 16. Sample pages from William's Science journal in January where he records the results of his experiments dealing with the sense of hearing.

Anecdotal records showed that in February, during personal writing conferences, William stated he had been to the zoo with his cousins. His journal entry (Figure 17) showed what he saw. After some prompting from the researcher, William labelled his drawings. Notice further examples of his emerging literacy. He has the beginning and ending consonant sounds in "monkey" and "tiger" which he wrote as "MIMTE" and "TILR." Under the illustration of the elephant William wrote the sentence "ICRALF" which he read as "I saw an elephant."

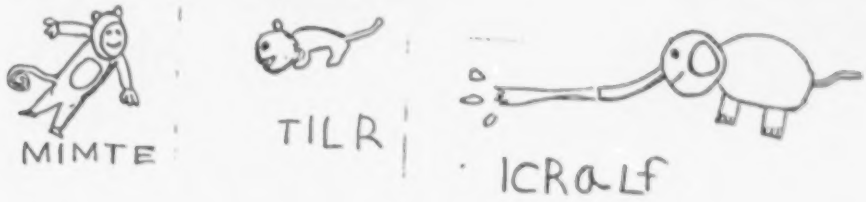


Figure 17. Sample page from William's journal in February where he writes about his trip to the zoo.

Anecdotal records in March showed that William was making excellent progress in all aspects of his language and literacy development. After an inquiry activity focusing on story grammar in the Princess and the Pea (Stevens, 1982), William chose to engage in this independent writing experience (Figure 18). The researcher sat at William's table observing as he went through the following process. "Here's the castle," he said, as he filled in the section on setting. As he drew the characters he said, "The queen was ugly in the story. Here's the prince, king, and queen." As he illustrated the problem he went on to say,

"Now here's the carriage - riding away looking for a princess." William turned to the researcher and said, "Princess was fat in the story, is this good?" as he completed the solution part of the chart. Here is William's oral retelling of the story; "Once upon a time, there was a princess and a king. They had a problem. They needed a princess to be married with the prince. They got one." As William retold the story he ran his fingers slowly along the words printed under each section of the chart. This anecdotal notation and sample from William's portfolio clearly showed how William developed his literacy skills in speaking, reading, and writing simultaneously. Each language process reinforced the other as he communicated his message.

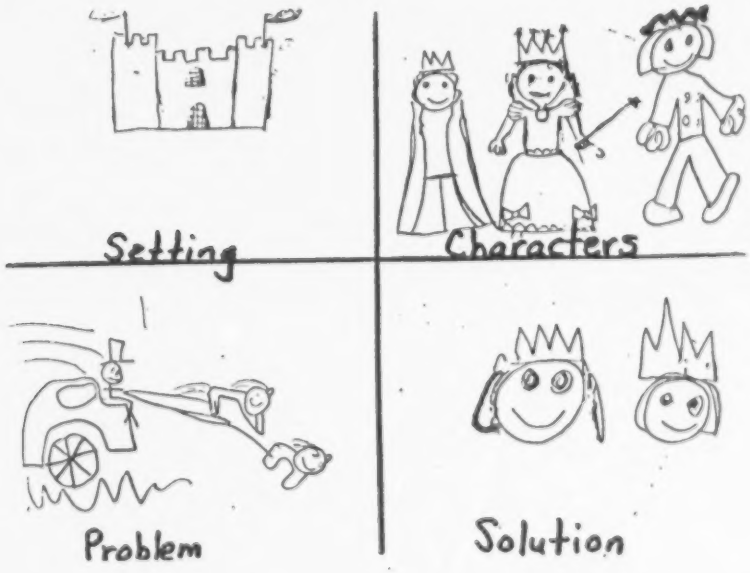


Figure 18. Sample page from William's portfolio where he responds to a read-aloud of the Princess and the Pea.

Discussion

William's case study validated what the research showed in Chapter 2 concerning the positive impact holistic learning has on developing language and literacy in ESL children. Several core experiences influenced William to gain developing control of the language processes. As he learned how the language systems were interrelated, he used them in functional and meaningful situations to speak, read, and write.

For William, several key conditions that were present in the whole language kindergarten spoke directly to him and were responsible for his engagement in those experiences that would facilitate growth in language and literacy. As was evidenced in Chapter 2, a classroom that focuses on the child's strengths and interests will provide the setting for learning to occur. William's interest in art was the catalyst for his engagement in those core experiences that would allow him the opportunity to explore and experiment with language and literacy. His interest in drawing encouraged his writing to emerge. His interest in art drew him to the exciting and interesting illustrations contained in the big books. Because William had the freedom to make choices in a risk-free environment, he became an active participant in constructing his learning and was on his way toward becoming a self-directed learner.

Jully. Jully was born on February 20, 1986, arrived in the United States from Korea in 1990, and started kindergarten at age five and a half. Jully lives with her parents and ten year old sister in a single-family home. Both Jully's parents and her sister speak very little English. Communication is very difficult between home and school. Jully's mother is a housewife and her father is a banker. Korean is the only language spoken at home.

Fisher's interview (1991), administered in September, revealed that Jully viewed herself as a reader and writer. When asked which she could do better, she said, "I can read and write real good." In September, Clay's Letter Identification Screening (1979) indicated that Jully could identify the letters of the alphabet.

Jully is a very gifted artist, and has an outgoing personality. She is very enthusiastic about all aspects of school and could usually be found working in the art center or participating in dramatic play in the housekeeping or library areas. She especially enjoyed working with the puppets in the library area.

Read Aloud and Response. For Jully, the read aloud experiences and her various responses to them were primary in motivating her to learn to speak, read, and write English. In September, anecdotal records showed that Jully participated in read alouds with no hesitation. She had an extraordinary talent for memorizing the texts of stories, poems, songs and

chants after just a few readings and would walk around the room reciting these from memory during the day. She would also reenact stories in the library area with puppets, stuffed animals, or flannel board characters. Notations made during the first half of the year showed that Jully spent a great deal of her time making pictures and murals to interpret stories read during read-alouds. Then she and a group of children would gather on the rug where she would retell stories to them using her original creations.

In January, anecdotal records demonstrated the positive impact the read-aloud experience had on developing Jully's oral language. After a reading of the poem Alligator Pie (Lee, 1974), Jully was observed in housekeeping with a plastic alligator. She put it in a pot on the stove and started to stir it while she chanted, "Alligator pie, alligator pie, if I don't get some I think I'm gonna die." Then she turned to her friend and said, "Hey, we have to sing the one about the soup." Jully and her friend spontaneously chanted, "Alligator soup, alligator soup, if I don't get some, I think I'm gonna droop."

Shared reading. Anecdotal records in September showed that Jully demonstrated an interest in all kinds of books. She immersed herself in the reading process during shared reading and participated in the demonstrations with chanting, clapping, gestures, and other appropriate sounds. Notations made during September and October indicated that Jully's growth in oral language and reading were positively influenced by the shared

reading experience. After participating in the shared reading experience, Jully would take her favorite frog puppet, set a big book up on the easel, arange chairs around the easel for an audience and encourage children to come to "a froggy sing-a-long." Then Jully would proceed to lead the group in whatever big book was shared that day.

It was clear, from anecdotal records taken during September and October, that Jully had internalized the stories and was reciting the big books from memory. Notations made in November indicated that Jully started using a pointer as she did her sing-a-longs" and focused more intently on the print on the page. In December, anecdotal records showed that when Jully was asked to read the big book When Goldilocks Went to the House of the Bears (Green, Pollack, and Scarffe, 1986), she enthusiastically did so. As she read the story she used visual cues and pointed to the words with one to one accuracy.

Independent reading. In September, anecdotal records revealed that Jully's performance as she read the wordless picture book The Hen (Lovis-Miler, 1988) consisted of her orally labeling objects that she recognized on each page. It was evident that Jully would benefit from hearing literature so that she could develop a sense of story and an appreciation and understanding of book language.

Anecdotal records showed that in September, during independent reading, Jully would pair off with a "buddy" to continue reading the books that were shared during group

experiences. The first book she read during this time was Brown Bear, Brown Bear, What Do You See? (Martin, 1983). She had internalized the meaning of the story and was using the picture cues as she read fluently and with much expression.

Notations made in October indicated that Jully was reading the charts that were hung around the room. She randomly pointed to the words as she chanted the poems from memory. Anecdotal records showed that one day in November during independent reading, Jully turned part of the library into a "school," arranged the big book stand in the center of a group of children and started pointing to the text of the big book, Mrs. Wishy-Washy (Cowley, 1986), with a pointer. As the children read the text along with Jully, she pointed to the words of the big book with one to one accuracy. It was clear that Jully was beginning to use visual cues to help her read.

Notations made in January showed that as Jully was reading the story Zoo-Looking (Fox, 1986), it became clear to the researcher that Jully was becoming aware of syntax and semantics. Jully read, "She looked at the bear and the bear looked back." The picture showed a girl and bear facing each other. Jully turned to the researcher and said, "Why does it say that, the bear is not looking at her back?" This led to some role-playing between the researcher and Jully as they used the word "back" in various contexts.

Jully participated in the home reading program with enthusiasm. Usually she chose the books that she wanted to

read. Sometimes I would put in one that I thought she would like. Anecdotal records showed that one day in February, Jully removed one of the books from her home folder that I had selected for her to read that night. When I asked Jully why she didn't want to read the book, T-Shirts (Corney, 1983), she said, "because the words and pictures aren't in the right place." When I asked Jully to show me a book that had the words and pictures in the right place, she showed me one that had the words at the bottom of the page with the pictures above. T-Shirts had the words on one page and the illustrations on the opposite page. It was clear to the researcher that Jully was depending on visual cues to read. The importance of self-selection as a motivating factor to encourage ESL children to read independently was noted, also.

Independent Writing. Anecdotal records and work samples from Jully's portfolio indicated that, in September, Jully's journal entries consisted of drawing four smiling bears in various settings. When asked by the researcher to tell about the picture Jully said, "That's my mommy, daddy, Annie, and Jully." The dictation would be extended depending on what else was included in the picture. For example, "They standing under a rainbow" (Figure 19).

Figure 19. Sample page from Jully's journal in September

A breakthrough occurred at the end of September. A sample of Jully's journal showed that when asked to draw a picture of her favorite center, Jully produced a picture of the computer center (Figure 20).

Figure 20. Sample page from Jully's journal in late September

Portfolio samples in October showed that Jully's journal entries were safe and controlled. She would take stencils from the art center (Figure 21) and use them to draw shapes. During personal writing conferences she would orally label what she had drawn, for example, "That's a star," or "That's a heart."

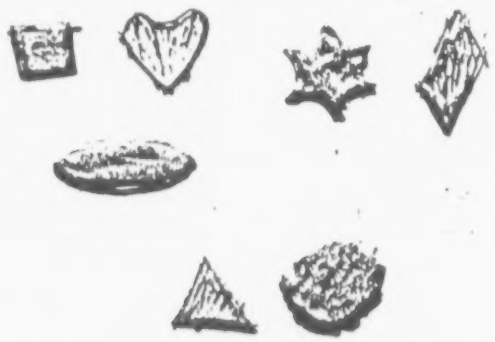


Figure 21. Sample page from Jully's journal in October

Samples of Jully's work in November showed that she was beginning to take risks and become more creative. As she saw the other children drawing mermaids, flowers, and rainbows, she abandoned the stencils and started to create her own pieces.

Anecdotal records showed that during a writing conference in November, I asked Jully to orally label the pictures she had drawn in her journal (Figure 22). When I asked her to write the initial consonant sounds she heard at the beginning of "sun" and "rainbow," she did so. From this sample, it is clear that Jully was able to associate the sounds with the letters. Transfer of this skill had not occurred independently in her writing, however.

Figure 22. Sample page frm Jully's journal in November

Samples from Jully's portfolio in December indicated that her writing was being influenced by environmental print. When I asked her to tell me about her entry (Figure 23) she said, "My mother took me to K-Mart yesterday." Notice how she wrote "KMART" above the door.

Figure 23. Sample page from Jully's journal in December showed her writing was being influenced by environmental print.

Anecdotal records showed that for the first part of the year, Jully was reluctant to use invented spelling with her writing. While it was clear from notations that she understood the connection between letters and sounds and was using them in her reading, she was not tranferring this skill independently in her writing.

Anecdotal records indicated that a breakthrough occurred in February. During a personal writing conference, the researcher remarked to Jully that her journal entry looked very interesting. Jully remarked, "It's about my sister and me catching butterflies

and caterpillars." The researcher said, "You know Jully, sometimes when you write things, it helps the reader understand what it's about when you use words to tell about it, too."

Jully said, "O.K." and proceeded to write "Annie and Jully kng btflis cntrlrs" and read it as "Annie and Jully are catching butterflies and caterpillars" (Figure 24). Notice the spaces between words, and the standard spelling of the word "and." Jully's invented spelling of the words "butterflies" and "caterpillars" represent the later phonemic stage of writing (Temple et.al., 1988).

Figure 24. Sample page from Jully's journal in February

Portfolio samples in March showed Jully was using invented spelling independently in her writing. After a shared reading about life under the sea, Jully went to the writing center and made these entries in her Science journal. Anecdotal records showed that Jully slowly started to blend the words orally, without any hesitation, as she labelled her drawings. This portfolio sample, (Figure 25) showed that Jully had made the transition toward more conventional spelling as she included a vowel in every word and used blends and digraphs to spell "jalefesh," "strfesh," and "shrk," which she read as "jellyfish," "starfish," and "shark." She also wrote "trikodil," "yal," and "ikps" which she read as "crocodile," "whale," and "octopus."

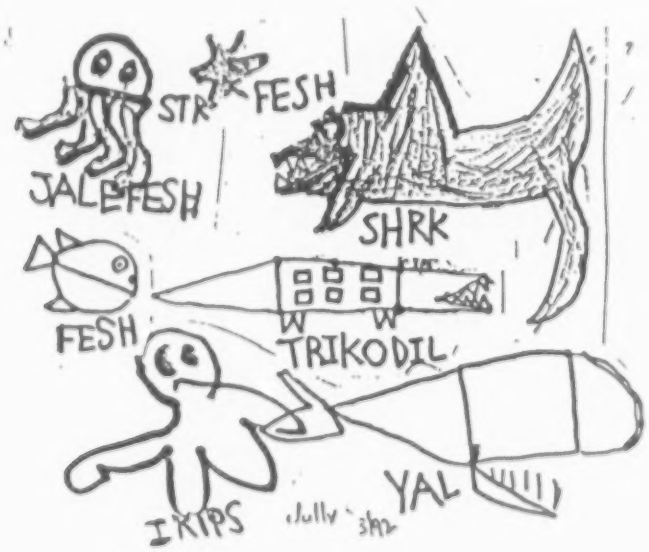


Figure 25. Sample page from Jully's Science journal in March

Another sample of Jully's portfolio in March (Figure 26) showed that Jully continued to progress as she wrote the sentence "I et ies crm en the hos" and read it as "I eat ice cream in the house."

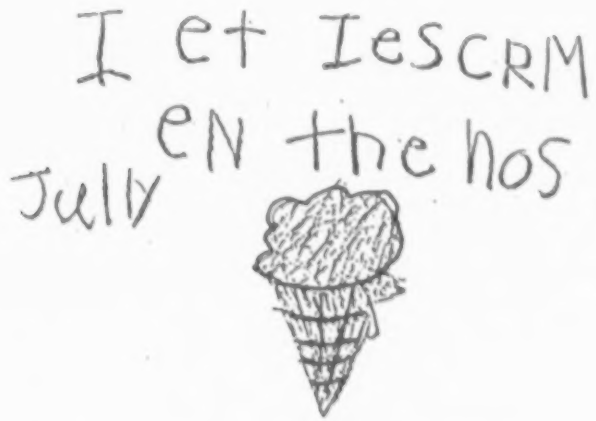


Figure 26. Sample page from Jully's journal in March

Jully's oral language development was greatly influenced by her independent writing. In March, after making a mural of the story The Princess and the Pea, Jully gave this retelling using stick puppets; "There was a castle. The prince, the queen and the king wanted a princess because they don't have any princess. They gonna find the princess but she wasn't there. Then the real princess come in the castle and she got married with the prince." It is evident from this notation that independent writing was instrumental in influencing all aspects of Jully's language and literacy acquisition.

Discussion

Jully's case study bears out Halliday's theory that language is indeed an interactive process. Halliday (1975,p.7) stated that through the process of using language children "learn how to mean." Anecdotal records showed that, most of the time, Jully consistently chose to use language in an imaginative way. By constructing situations in which she could express herself through dramatic play, she engaged in core experiences that promoted her language and literacy acquisition.

For Jully, independent reading in the library area provided her with endless opportunities to develop her oral language, reading, and writing. Through the use of props such as puppets, flannel board characters, and stuffed animals, to name a few, Jully engaged in countless language and literacy experiences that had meaning and purpose for her.

On Fisher's End Of the Year Literacy Interview (1991) Jully said, "My reading is good because you readed to me. Then I readed to all the puppets. But they not read as good as me." Then she looked me in the eye and gave me a wink.

CHAPTER FIVE

Summary, Conclusions, Recommendations

To determine how the core experiences of a whole language kindergarten influenced and moved four ESL Korean children to speak, read, and write English, information from informal instruments such as anecdotal records, portfolios, and interviews were collected and reported as individual case studies. The researcher analyzed and evaluated this information in order to arrive at some generalizations and identify some universals about language learning that might emerge from the stories of these four children.

The four Korean children brought a variety of interests, experiences, abilities, and needs to their kindergarten classroom. The researcher respected the children's uniqueness and individual differences and provided them with holistic and meaningful experiences in which to learn. As a result of being allowed the opportunity to engage in these experiences, their language and literacy flourished.

Conclusions

The results from the four case studies showed that when ESL Korean children were immersed in a literate environment and engaged in speaking, reading, and writing experiences that were integrated, meaningful, and functional, they learned to speak, read, and write English.

The daily core experiences, inquiry activities, sharing, reading aloud and response, shared reading and writing, and independent reading and writing, provided the children the opportunity to observe demonstrations and engage in the processes of real reading, writing, and speaking using authentic methods and materials. Because the curriculum was child-centered, the children had the opportunity to choose experiences that focused on their strengths and interests, also. As a result, they were motivated to learn in a risk-free environment.

Recommendations

As a result of this study, the researcher recommends to Administrators, ESL teachers, and regular classroom teachers that ESL Korean children be involved in language and literacy experiences that are holistic, authentic, meaningful, and purposeful. Clearly, the curriculum needs to be child-centered and the classroom atmosphere must encourage risk-taking and allow choices.

Administrators

Administrators should work collaboratively with teachers to establish schoolwide policies concerning language and literacy learning and the implications this has for teaching ESL children.

The focus of administrators should be to act as facilitators and supporters, providing teachers with in-service workshops and follow-up demonstration lessons in the classroom that put theory into practice. Time should be regularly set aside for teachers and administrators to dialogue and evaluate how the program is

going. Administrators should allow teachers the freedom to choose the materials and resources they need to appropriately meet the needs of the children. Administrators should encourage networking between teachers in school and between districts so that teachers can dialogue with each other and share ideas.

Teachers (Regular and ESL)

Teachers need to immerse ESL children in a whole language community of readers and writers where they will have the opportunity to function in a a print-rich environment and engage in meaningful experiences that emphasize process. Read-alouds, choral reading, and shared reading provide ESL children with models for oral language development as they internalize the syntax, semantics, and structures of the English language. Their background knowledge and vocabulary and concept development is enriched, too.

Writing with the focus on process should be encouraged since it provides ESL children with the opportunity to write with meaning and purpose without having to be proficient in reading and spelling. As a result, ESL children are encouraged to take risks and extend themselves as they learn to speak, read, and write. Teachers should provide opportunities for children to respond to read-alouds and shared readings in a wide variety of ways. Literature extension activities which allow responses through art, writing, and those requiring oral expression such as retelling with puppets and flannel board characters. In this way, ESL students will have the opportunity to practice and

refine processes and strategies as they acquire language and literacy.

Teachers need to be aware that their views and classroom practices directly impact how ESL students become literate. Teachers must deliberately plan demonstrations that present the four language systems as interrelated. Providing demonstrations that support one another in a meaning based, child-centered classroom, will enable ESL students to view language and literacy as meaning-making activities. As a result, ESL children will be moved to engage themselves in these meaningful and functional core experiences because they have a reason to do so.

Teachers need to develop a personal philosophy concerning how language and literacy learning can best be taught in their classrooms. They need to present themselves as creators and implementers of programs that work for their students, keeping abreast of current developments concerning theory and practice by attending workshops, reading journals, and taking graduate courses in reading.

Teachers must function as ethical, assertive, responsible, and informed professionals in and out of their classrooms. Teachers must reject any materials and strategies that they know are not in the best interest of the children they teach. Teachers must take the initiative to inform administrators, parents, and interested collegues regarding the strategies and resources that support sound educational practice.

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